

TEMPLATE FOR DESK RESEARCH

Name of the partners: EFFEBI ASSOCIATION, UNINETTUNO

Country: ITALY

Aim: The primary aim of the desk research has been to identify the main needs and gaps in the field of education of visually and hearing impaired persons.

The purpose of this task is to identify existing knowledge – documents, strategies, and existing questionnaires, with the purpose to develop a new questionnaire.

Also to identify organizations, associations relevant for the project and research.

Sources to be used: Internet, on-line databases, government statistics, articles, books ...

1. General situation of HE enrolment of visually and hearing impaired in Italy (short description)

Speaking of statistics referring to visually and hearing impaired HE students in Italy is not easy for two main reasons: 1. Many of them – being disabled when adult - still have problem in declaring their physical deficit; 2. The statistic department of the Italian Ministry of Education does not reveal data on disable students.

Nevertheless through the information on the exemption from taxes granted to students with disabilities - *general disability*, not specifically visual and hearing impairment - we could *approximately* infer the number of these students enrolled.

According to the latest statistical data, referred to the academic year 2012/13, they are 15,691: 13,068 with disability level over 66% and 2,623 with disability level under 66%.¹

¹ A certification of disability is issued by a medical/legal board at the local health authority to establish that a student has an eligible disability under Italian law and regulations based on the assessment of a team of professionals from various disciplines. This makes the student eligible and entitled to receive an individually determined program and services in school. The definition of “disabled person” includes, among others, deaf or hearing impaired and blind or visually impaired.

It is possible to affirm that this number is constantly growing: from the academic year 2008-09 to academic year 2012-13 disabled students increased from 14,595 to 15,691.

Considering the type of disability, students with motor disabilities represent the largest percentage (27.5%) of the enrolled disabled students – for the academic year 2012-13 – followed by minor cases of students with mental difficulties (3.5%) and dyslexia (0.9%) (MIUR-CINECA, 2013)². It is not possible to detect the percentage for the specific disabilities of visual / hearing impairment.

The most attended faculties Liberal-Art (19,11%) and Law (17.15%), followed by Economics (9.10%), Education (8.57%), Mathematics, Physical and Natural Sciences (8.35%), Political Science (7.98%).

The right to education of disabled people³ is guaranteed by the Law n.104/1992 - later integrated with law n.17/1999 - ensuring their social integration and highlighting their right to be informed and educated. The same law guarantees the provision of didactical and technical material, programs and specialized languages of adequately qualified staff (teaching or not).

The **art. 16** of the above mentioned Law foresees a support for HE students in passing exams, including through agreements with the teacher of the subject and, if necessary, with the Faculty Council. In particular:

- ✓ Specific methods and specific technical tools will allow the student to take exams according to the personalized study plan. (art. 16)
- ✓ Universities must appoint a teacher, designated by the dean, with functions of coordination, monitoring and support of all the activities related to the inclusion of disabled students within the university. (art 16)

The guarantee of integration for these students is granted by art. 13 paragraph 1 of Law 104:

- ✓ Schools and Universities must be provided with the necessary technical equipment, teaching aid and technical aid of any kind; universities must carry out appropriate interventions that adapt both to the needs of the

² Statistical Department of MIUR – Italian Ministry of Education

³ According to the Italian law 104/92, the term handicapped (disabled) refers to a person with a *handicap*: "a person with stabilized or progressive physical, mental or sensorial impairment, causing such learning, relationship and working integration difficulties that give rise to social disadvantage or isolation" (law 104/92).

In particular for the situation of hearing and visually impaired people, the Law n.107/2010 recognizes *sordocecità* as a specific disability where the person is both visually and hearing impaired at the same time.

Hearing impairment is contemplated by Italian laws n. 381/1970 and n. 95/2006. Through these laws, the Italian state recognizes hearing impairment as the status of a person that suffers from hearing loss occurring at birth or in the course of age development, which compromises normal language development. At present, some possibilities available to make language accessible to deaf people are: the oralist method; the sign language; the bimodal method; the bilingual education.

Visual impairment is contemplated by Italian laws n.18/1975 and n.138/2001

disabled student and to the individual study plan. The Minister of Education will appoint professionals for the roles of translators in order to facilitate attendance for hearing impaired students. (art.13)

- ✓ Specific technical and teaching aid are granted to students enrolled in universities, as well as support from services such as specialized tutors. (art.13)

Furthermore, according to the **art.8** and **art.12**:

- ✓ Social inclusion and integration shall be pursued with actions that will render effective the right to information and the right to education for the disabled person; with adaptation of equipment and personnel; measures aimed at enhancing full integration in the labor market. (art. 8)
- ✓ The exercise of the right to education cannot be prevented by learning difficulties or other difficulties connected with the handicap; parents of the student, together with social and health operators and school staff must define a personalized study plan; the study plan is monitored and updated throughout the permanence of the student in the education system. (art. 12)

To monitor the application of these regulations within the Ministry of Education has been established the **Observatory H**: it must indicate the strategies and the most effective paths for a real integration of students with disabilities. Its main purposes are focused on achieving the indications contained in the framework Law 104/92, but also on developing recommendations aimed at the strengthening of curricular and extracurricular activities, the provision of suitable technological and didactical materials diversified according to the type of disability, the activation of specific transport services and, finally, the increasing of funds for each Institute to adequately address the needs of disabled students.

The Decree of the President of the Council of Ministers 30 April 1997 - *Uniform treatment regarding the right to higher education according to the art. 4 of Law December 2nd, 1991, n. 390* - sets the minimum useful standards to access to services addressed to university students.

It requires each university must to create a special department - *Servizi Disabilità Di Ateneo, SDDA* - charge of all services for disabled students. Among these:

- ✓ A specialized tutor whose job involves accompany the student to the activities connected with their study course; specific personal support for taking exams or writing the final dissertation thesis; support for communication. This requires a highly specialized member of the tutoring staff.
- ✓ Assistance for mobility if the student needs help move in spaces of the university and to access to classes and other activities.

- ✓ Teaching material and technological support that the SDDA must make available for the student. This aspect requires awareness and training for the teaching staff as well.
- ✓ Special tools and procedures for taking exams, which requires an individual plan for the disabled student.
- ✓ Support for international mobility, which will need a broader development in the future, through *better communication and more widespread information, specific aid tools and strategies, awareness of fellow students and teachers, proper organization within universities*.
- ✓ All public universities must exempt from the enrollment fee students with disability up to or exceeding 66%, unless they risk financial losses. In this case they could establish partial exemptions only for the best or most needy students. Furthermore, the amount of scholarship for this target of students is higher in order to allow them the use of prostheses and tools as well as of all interventions to facilitate the attending of courses.

The tools that disabled students are allowed to use are, for example:

1. Digital recorder;
2. PC with spell checker;
3. E-books;
4. Speech recognition software;
5. Tutor as reader;
6. Calculator;
7. Other technological tools that facilitate the learning process.

Other facilitating measures that can be taken are, for example:

1. Dividing exams into several partial tests;
2. Preferring oral examinations rather than written ones (considering the individual profile of the student);
3. Reduction (quantitative, not qualitative) of the written test or extension of time available;
4. Considering contents instead of form and orthography when marking tests

In concrete, the services/initiatives offered by Italian universities are very similar, but there are differences related to the territorial situation and the economic possibility of each institute.

Some example, the University *Roma Tre* offers a "listening psychological" service: psychological support on issues related to the educational path. In addition, on the university website is available the list of all the architectural barriers in being in the several faculties.

Always in Rome, the University *La Sapienza* offers an open competitive exam (Master and Phd) for thesis on handicap: the aim is to raise awareness within university community on the topic and to acquire research material. The University also offers its students funding to be used to attend studies abroad.

The *University of Milano*, in addition to the 'traditional' services, allows students with disabilities to do sport activities within the university improving their physic-physical wellbeing. It also provide a Healthcare Unit with appropriate staff responsible for diagnostic - therapeutic interventions. Since 1993 a voluntary service offers accompaniment / assistance in educational activities and carrying out bureaucratic task.

The university organizes courses for blind students helping them in recognize the environments of the faculties and become self-sufficient in the movements; and ICT courses on how to use hardware and software they could need.

The *University of Padova* offers its students in deficit situation mostly innovative didactical materials: the texts can be read by computer and / or listened via audio cassettes; for deaf students it is possible to attend lessons simultaneously transcribed by an operator and displayed on a monitor. Moreover exams are customized for each student and internships for graduate are organized to facilitate their work placement.

2. Existing strategies in country dealing with accessibility of higher education to hearing and visually impaired persons

(If there are any policies, strategies, initiatives in your country please list them. If you are familiar with any European strategies/initiatives, please list them too. IF needed you can extend the table or use other format))

Name of the strategy	Source (link)	Existing in English (yes/no) - link to English source	Short summary – important message, points
Law n.104/1992 'Law for the assistance, the social inclusion and the rights of disabled people'	http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2010;107		Framework for aid, social inclusion and rights of handicapped people. Sets out 'principles of human rights, social integration and care'. It deals with diagnosis and prevention, treatment and rehabilitation, services and support, and social exclusion.
Law 162/98 'Modifications of the law 5 February 1992, n.104, concerning support measures	http://www.parlamento.it/parlam/leggi/98162l.htm		Seeks to 'guarantee the right to independent living for people with learning disability and severe restriction of personal autonomy in the conduct of one or more essential functions of life, not

towards people with grave handicap' (published in G:U: 29 of May 1998, n.123)			overcome with technical aids'. This includes provision to assist people with high severity of through home care and personal assistance
Law n.17/1999 "Integrazione e modifica della legge-quadro 5 febbraio 1992, n. 104, per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate" ("Integration and modification of the Framework Law of 5 February 1992 n. 104, for the assistance, social integration and rights of disabled people")	http://www.parlamento.it/parlam/leggi/99017l.htm		1. Handicapped students enrolled at the university are guaranteed technical aids and specific teaching as well as support of special services specialized tutoring, set up by the universities within the limits of its budget 2. The university, with its provisions, establish a professor delegated by the rector for coordinating, monitoring and support of all the initiatives for inclusion of disabled people within the university
Italian law on Hearing impairment 381/1970	http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:1970-05-26;381		Law regarding the increasing of ordinary public grant for the National authority for the protection and the assistance of deaf people
Italian law 95/2006	http://www.camera.it/parlam/leggi/06095l.htm		On new provisions in favor of the hearing impaired
D.P.R. June 6, 2001, n. 380, art. 82	http://www.parlamento.it/parlam/leggi/deleghe/01378dla.htm		Elimination or overcoming of architectural barriers in public and private buildings open to the public (universities included)
Law n.4/2004 (also known as "Stanca Law" from the name of the Minister	http://www.camera.it/parlam/leggi/04004l.htm	LINK	Provisions for facilitating the access to ICT tools. The law defines the terms "Accessibility" and "Assistive technologies",

for Innovation and Technologies),			and establishes the obligation for Public Administration to provide ICT services accessible for disabled people. Also Public Universities must be compliant to the Stanca Law.
Ministerial Decree 8 July 2005; Ministerial Decree 20 march 2013 ("Technical requirements and different levels of accessibility of ICT tools")	http://www.lavoro.gov.it/Strumenti/normativa/Documents/2013/20130320_DI.pdf	LINK	It's the technical annex to Stanca Law, and provides Guidelines for Public Administration ICT tools and services. A specific section is about Websites. Guidelines for websites are partially based on WCAG 1.0 Guidelines (the International W3C standard for Accessibility of Websites)
Law n. 107/2010	http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2010;107		Provisions for the recognition of visually and hearing impaired people
University Roma Tre: Initiatives for disabled students	http://host.uniroma3.it/uffici/accoglienzadisabili/		Provision of "listening psychological" service.
University La Sapienza, Rome: University Of Milano: Initiatives for disabled students	http://www.disp.uniroma1.it/node/7088		-Publication of an open competitive exam (Master and Phd) for thesis on handicap. - Funding for students' mobility
University Of Milano: Initiatives for disabled students	http://www.unimib.it/upload/pag/47038/i./i.f.s.9b.pdf		-Sport activities for the physic-physical wellbeing; -Healthcare Unit for diagnostic therapeutic interventions; - Voluntary service of accompaniment/assistance
L'empowerment personale e professionale attraverso la	http://www.labeuropeolingue.it/it_dbprogetti_scheda.asp?cod=19/08		Personal and professional empowerment through the English language in disabled people

lingua inglese nelle persone "diversamente abili"			
EAL TOI - Deaf People in Europe Acquiring Languages Through e-Learning - Transfer Of Innovation (Country, IT)	http://ec.europa.eu/education/language/label/label_public/index.cfm?fuseaction=project_award&award_id=9070	EN	The EU project created a digital learning environment specifically conceived for deaf learners and 6 different foreign language courses (3 target languages with the supports in 3 different sign languages) to promote this key competence in deaf people.
La Scuola dei Segni	http://www.labeuropeolingue.it/schede_progetti/Pages%20from%202010_12_progetti-7.pdf		Project aimed at teaching LIS (Italian Language Sign)
VET4VIP	http://www.vet4vip.org/index.php?cat=The%20Project	EN	Vocational English Teaching for Visually Impaired People

3. IDENTIFICATION OF ORGANISATIONS; ASSOCIATIONS in YOUR COUNTRY – to be contacted in later stages, for conducting a survey, a focus group (list organisations)

Name of organisation	Contact person	Address	URL	Phone no. of the contact person	Email of the contact person
Unione Italiana Ciechi e Ipovedenti - Firenze	<i>Angelina Pimpinella,</i> expert in sector of visual and hearing impairment				angelinapimpinella@tiscali.it
Unione Italiana dei Ciechi e degli Ipovedenti - ONLUS <i>Italian union of the blind and</i>	Education office Support and Technology Office	Via Borgognona 38, Roma	http://www.uiciechi.it/	06-699881	istrucz@uiciechi.it cnt@uiciechi.it pariopp@uiciechi.it

<i>visually impaired</i> has regional councils and branches throughout the country. It engages in practical initiatives as well as political representation.	Equal opportunity office				
Ente Nazionale Sordi <i>Italian National Association of the Deaf (ENS)</i> was established in 1932 and seeks 'the integration of deaf people in society, promoting their growth, independence and full human realization'.		Via Gregorio VII, 120 00165 ROMA	http://www.ens.it/		segreteria@issr.it
Mason Perkins Deafness Fund Foundation for the training and wellbeing of deafness and blindness people, with a lab specialized in deafness and blindness.		Via Tommaso Pendola , 37, Siena IT	http://www.mpdfonlus.com/	+39 0577 532001	info@mpdfonlus.com
ADV - Associazione Disabili Visivi offers services and also training courses about		Via Lima 22, 00198 Roma - Italy	http://www.disabilivisivi.it/	+39 06 85 50 260	segreteria@disabilivisivi.it

assistive technologies and education					
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4. NATIONAL REPORTS, STUDIES, RESEARCH PROJECTS, AVAILABLE PRODUCTS AND SERVICES

(List and short summary of available reports, studies, research projects, available products and services)

CNUDD (National University Conference of Delegates for Disability)

Guidelines:

http://www.unifg.it/sites/default/files/allegatiparagrafo/21-10-2014/linee_guida_cnudd_2014.pdf

Ministry of Education, University and Research. Guidelines for the inclusion of students with disabilities:

http://www.aosp.bo.it/per.crescere/Link%20Interni/Documentazione/Guide/Guida MIUR prot4274_09_all.pdf

Ministry of Education, University and Research. The inclusion of students with disabilities – Statistical data:

http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/c46ef907-3aa4-47d6-bb20-2490848fe12b/alunni_con_disabilita_as_2009-2010_def.pdf

INCLUSION Network LLP – Recommendations

<http://www.llpinclusion.eu/default.asp>

Past projects on hearing or visual impairment:

L'empowerment personale e professionale attraverso la lingua inglese nelle persone "diversamente abili" – Project

http://www.labeleuropeolingue.it/it_dbprogetti_scheda.asp?cod=19/08

EAL TOI - Deaf People in Europe Acquiring Languages Through e-Learning - Transfer Of Innovation – Project

http://ec.europa.eu/education/language/label/label_public/index.cfm?fuseaction=project_award&award_id=9070

La Scuola dei Segni - Project

http://www.labeleuropeolingue.it/schede_progetti/Pages%20from%202010_12_progetti-7.pdf

VET4VIP – Project

<http://www.vet4vip.org/index.php?cat=The%20Project>

ADAD

<http://www.llpinclusion.eu/casestudy.asp?itemid=148&itemTitle=ADAD§ion=25§ionTitle=Case+studies>

Prosign Project - establishment European standards for specifying proficiency levels for use in Deaf Studies and Interpreting programmes offered at tertiary level <http://www.ecml.at/F5/Abstract/tabid/868/language/en-GB/Default.aspx>

5. Existing data

(is there existing data about visually and hearing impaired persons involved in HE? All relevant data – which HE offers programmes, which programmes , number of v/h impaired students...)

http://statistica.miur.it/scripts/TC_UNIV_BD/vTC_UNIV4_13.asp

Ministry of Education, University and Research. The inclusion of students with disabilities – Statistical data:

http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/c46ef907-3aa4-47d6-bb20-2490848fe12b/alunni_con_disabilita_as_2009-2010_def.pdf

ISTAT Data

[http://dati.disabilitaincifre.it/dawinciMD.jsp?a1=u2kCY4Y&a2=-&n=\\$\\$\\$509\\$\\$\\$\\$&o=1T1S4I4I&p=0&sp=null&l=0&exp=0](http://dati.disabilitaincifre.it/dawinciMD.jsp?a1=u2kCY4Y&a2=-&n=$$$509$$$$&o=1T1S4I4I&p=0&sp=null&l=0&exp=0)

Data on visually impaired

<http://www.bibciechi.it/statistiche.htm>

6. Relevant literature, related to target population (if you come across interesting paper, journal that you believe might be useful, please share)

LIST and link relevant literature:

Author: TITLE, journal, book

ISFOL, “Le competenze linguistiche a supporto della mobilità e dell’occupabilità – Il contributo del programma Lifelong Learning e del Label europeo delle lingue 2007-2013”

ISFOL, “Metodi, forme e strumenti di inclusione sociale – Il contributo del Programma LLP-Leonardo Da Vinci alle politiche di lotta alla povertà e all’esclusione sociale”

European Agency for Development in Special Needs Education, 2012. Special Needs Education Country Data 2012, Odense, Denmark: European Agency for Development in Special Needs Education ISBN: 978-87-7110-417-2 (Electronic)

<http://dati.disabilitaincifre.it/>